

# Arizona State Systemic Improvement Plan Update



# State Performance Plan / Annual Performance Report

- All indicators are still significant and will be tracked and reported to OSEP
- Focused professional development & technical assistance will be provided by ADE
- A new indicator was added, 17, that requires the State to report on a set of specific improvement activities tied to one indicator
- Indicator 17- State Systemic Improvement Plan

# State Systemic Improvement Plan

What has been  
accomplished?



# RequiredSSIP activities

- Data Analysis ✓
- Infrastructure Analysis ✓
- State Identified Measureable Result ✓
- Theory of Action 
- Selection of Coherent Improvement Strategies 

# Broad Data Analysis

## First Questions

- What data do we have and use in our current work?
- What data are used by other divisions in ADE?
- What data are most illustrative of student outcomes in Arizona?

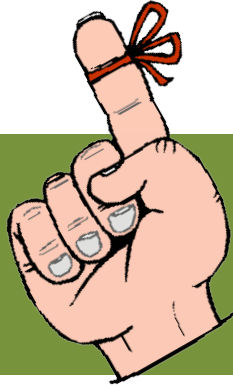


# Data Reviewed

SAIS  
service  
coaches  
Teacher and Administrator Retention  
Race/ethnicity  
DISABILITY CATEGORY  
AIMS  
proficiency  
Dropout rate  
Attendance rate  
NAEP  
Grade level  
AIMS  
proficiency  
student growth

# Process to the State Identified Measureable Result

- **April 2013 - Broad Data Analysis**
- Data was included from SPP/APR indicators, 618 data collections, student achievement data, and other sources of data as applicable
- Compliance data is an area of strength for Arizona
- All results indicators were considered in the initial discussions
- The discussion narrowed to indicators 1 & 3 (Graduation & Proficiency on Assessments)



# Remember

- **State Systemic Improvement plan must focus on a result indicator**
- **The results indicators are:**
  - 1 – Graduation Rate
  - 2 – Drop Out Rate
  - 3 – Student Achievement (Reading & Math)
  - 5 – School Age LRE
  - 6 – Preschool LRE
  - 7 – Preschool Outcomes
  - 14 – Post School Outcomes
- **Must be aligned with current state initiatives and improvement plans**



## Process to the State Identified Measureable Result

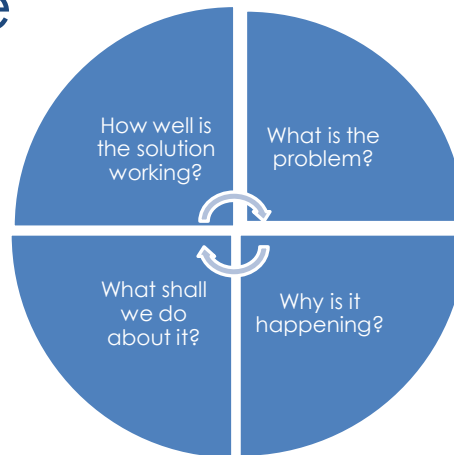
- After some discussion an initial SIMR was proposed and presented to various stakeholders
- First draft SIMR: Improve student outcomes in reading for students with disabilities
- Stakeholder feedback is mixed, however, agreement made on reading as an area of need

## Process to the State Identified Measureable Result

- Fall 2013 – Spring 2014 continued data analysis
- Data were disaggregated by disability category, race/ethnicity, ELL status, and socioeconomic level, subject (math/reading) and test type (AIMS/AIMSA)
- The High-Performing Project began as a result of the analysis
- Developed plan for increased stakeholder involvement

# Process to the State Identified Measureable Result

- **Fall 2014** – Stakeholder focus groups conducted
- High-Performing Project results shared
- Input gathered on data and infrastructure

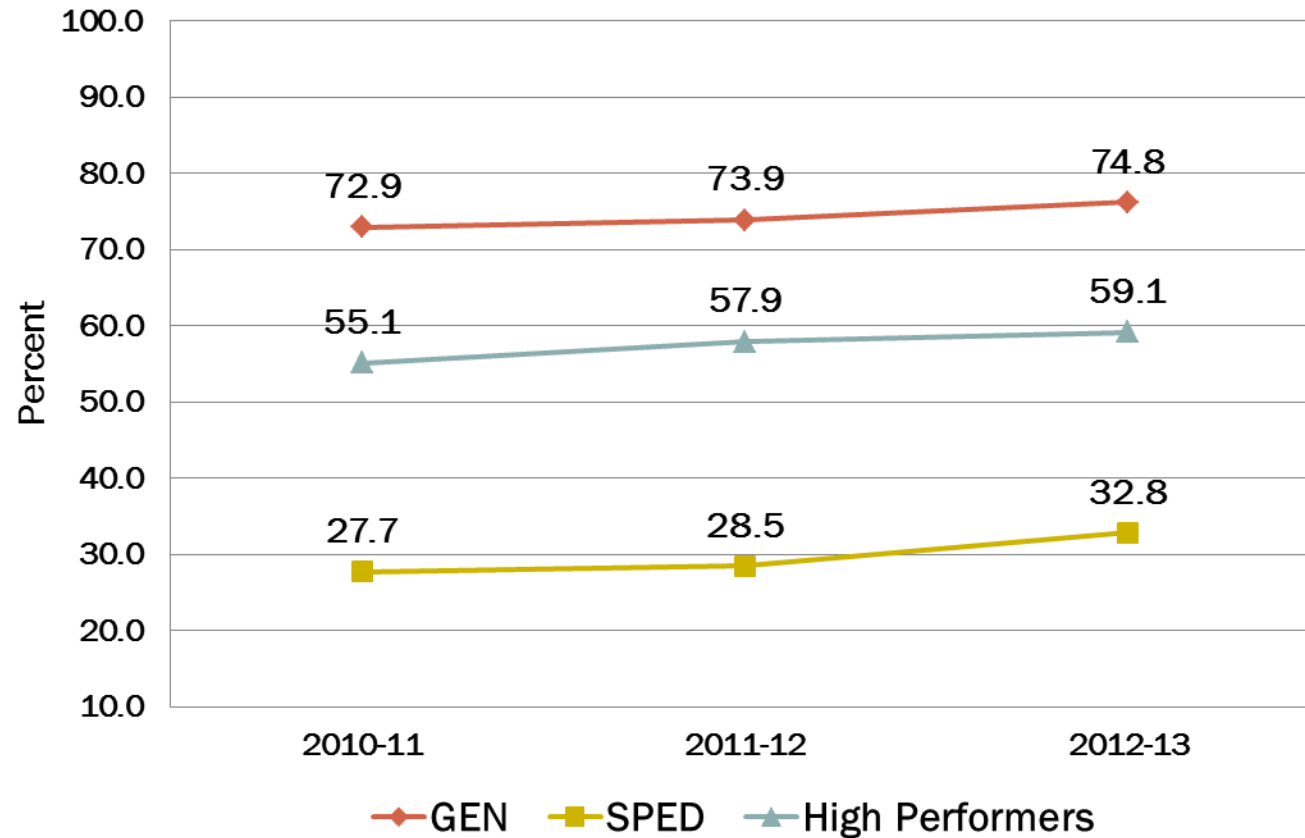


# High-Performing Project

## Is anyone doing well?

- Exceptional Student Services (ESS) examined three years of state testing data to identify districts and charters that demonstrated continual academic successes for students with disabilities
- ESS directors visited those school districts and charters to gather additional data about student performance

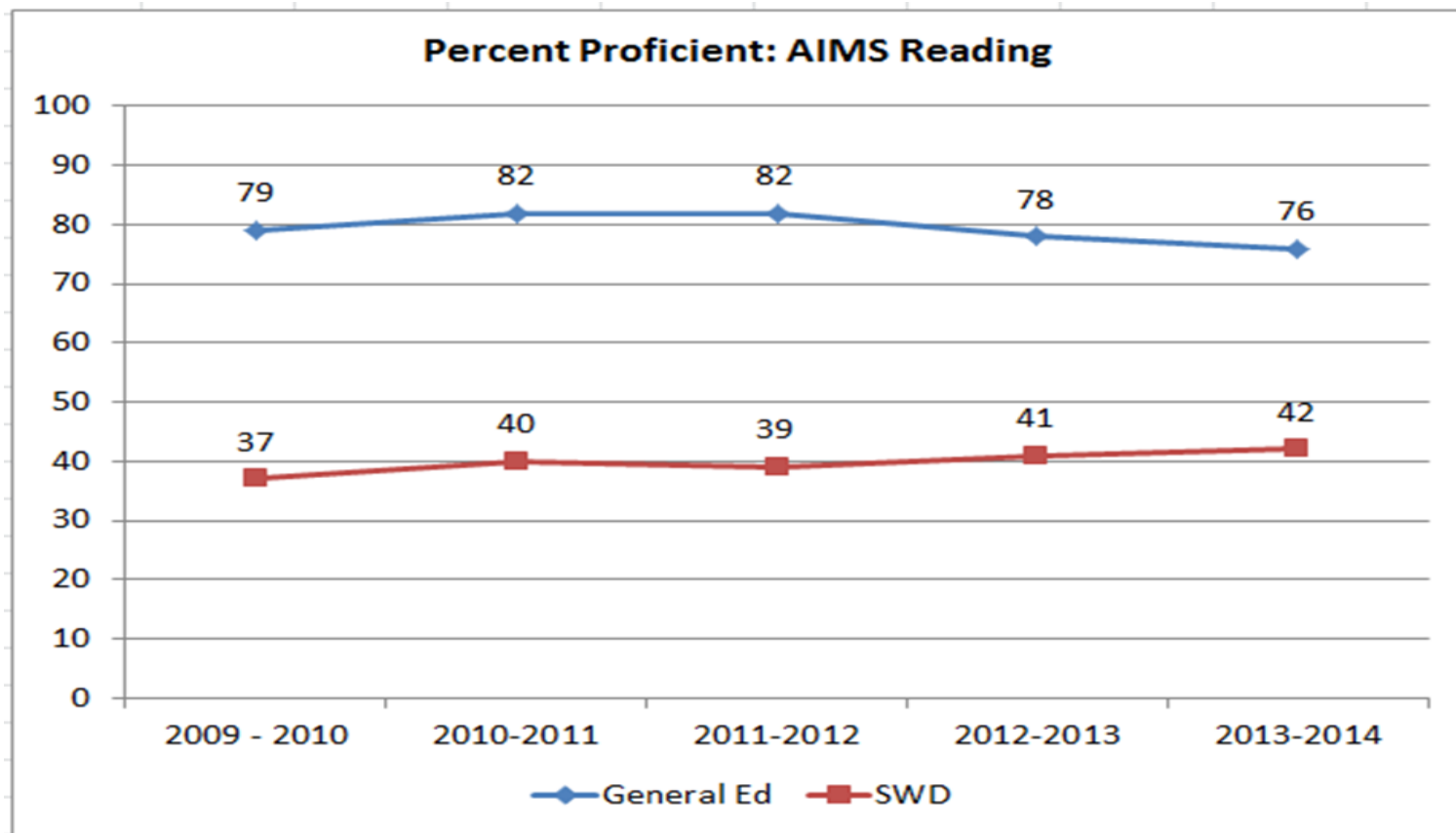
## Arizona Assessment Data Overall Proficiency



# Top Six Trends

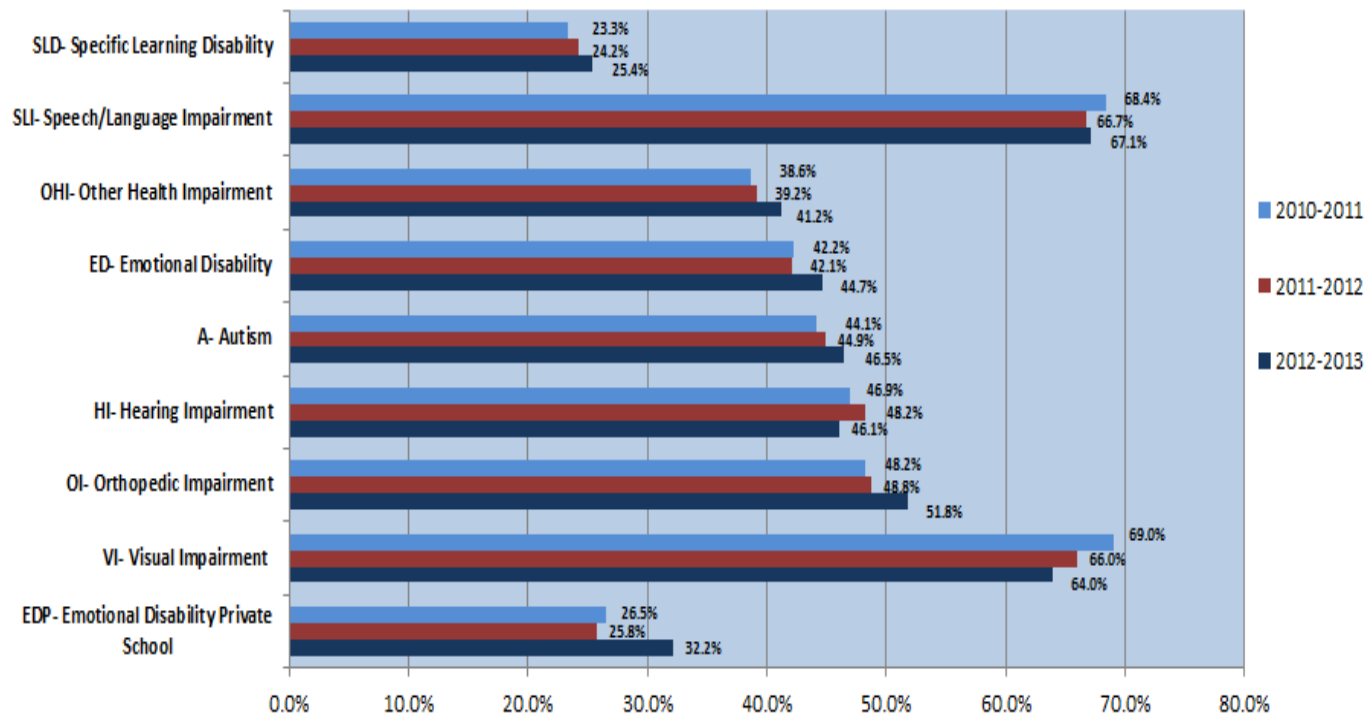
1. School culture is one of high expectations for ALL students; student-first mentality
2. Highly effective teaching strategies are utilized in the general education classroom
3. Data is collected often and drives decision making
4. Students are provided with reteach and enrichment activities based upon analysis of data
5. Students with disabilities receive core instruction in the general education classroom
6. Effective leadership

# Data Examples



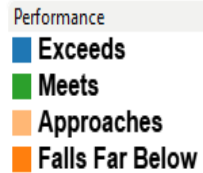
Students with specific learning disabilities are the highest in student population with the lowest performance on state assessments

### Percent Proficient on AIMS Reading



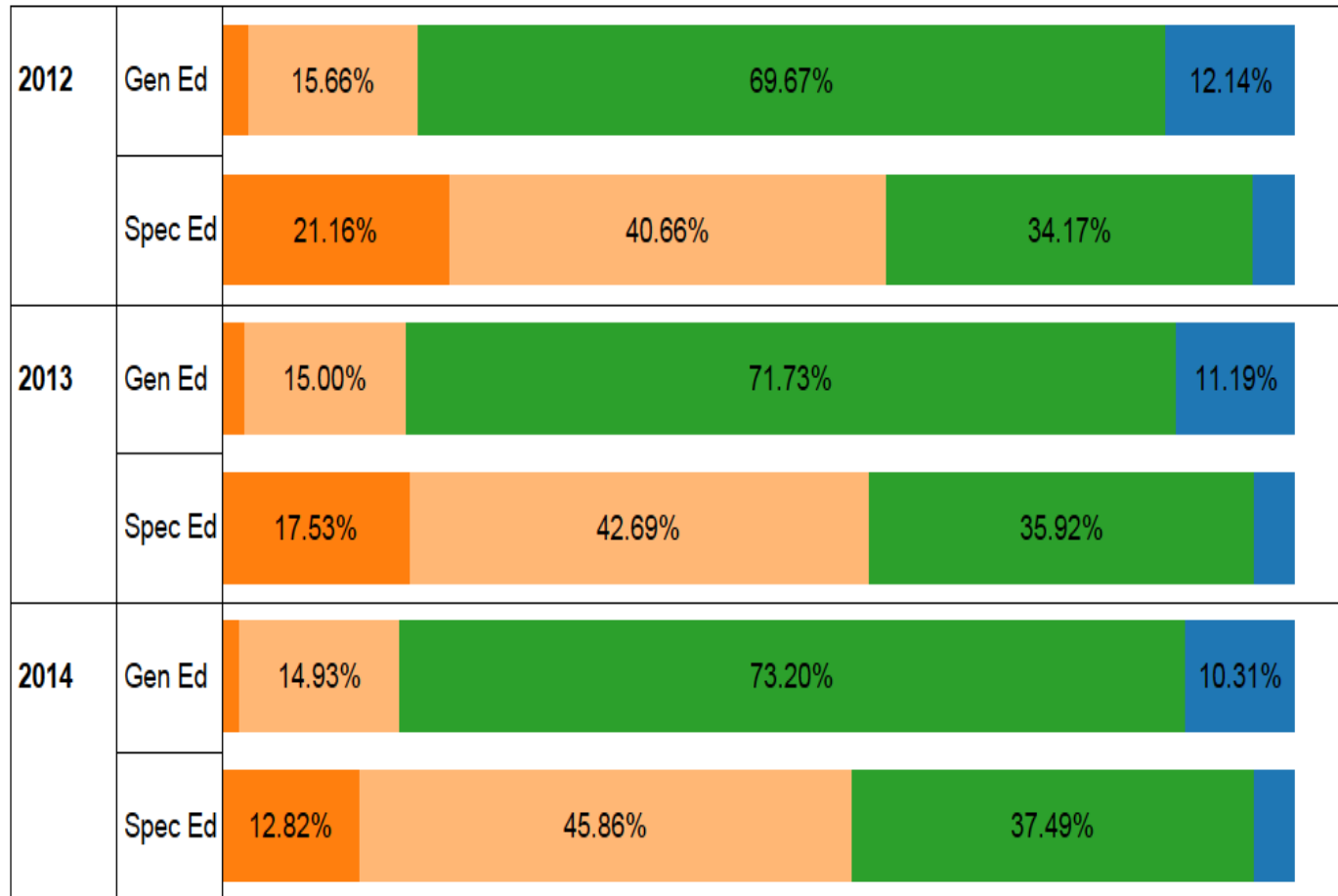


# AIMS Reading ALL grades



Title

2012 - 2014 AIMS Reading Performance for General and Special Education Students, Percent



School

- ☐ (F)
- ☐ N
- ☒ C
- ☒ D

Performance

- ☐ (F)
- ☐ N
- ☒ A
- ☒ E
- ☒ F
- ☒ M

Grade

- ☐ (F)
- ☐ N
- ☒ 3
- ☒ 4
- ☒ 5
- ☒ 6
- ☒ 7

Fiscal

- ☐ (F)
- ☐ N
- ☒ 21
- ☒ 21
- ☒ 21

Tot % Gen Ed vs Spec Ed Passing

Tot % District vs Charter Passing

Tot % All Students Passing

Tot % Passing Gen Ed vs Spec Ed

Tot % Passing District vs Charter

Reading by Perf, % Gen Ed vs...

Readi

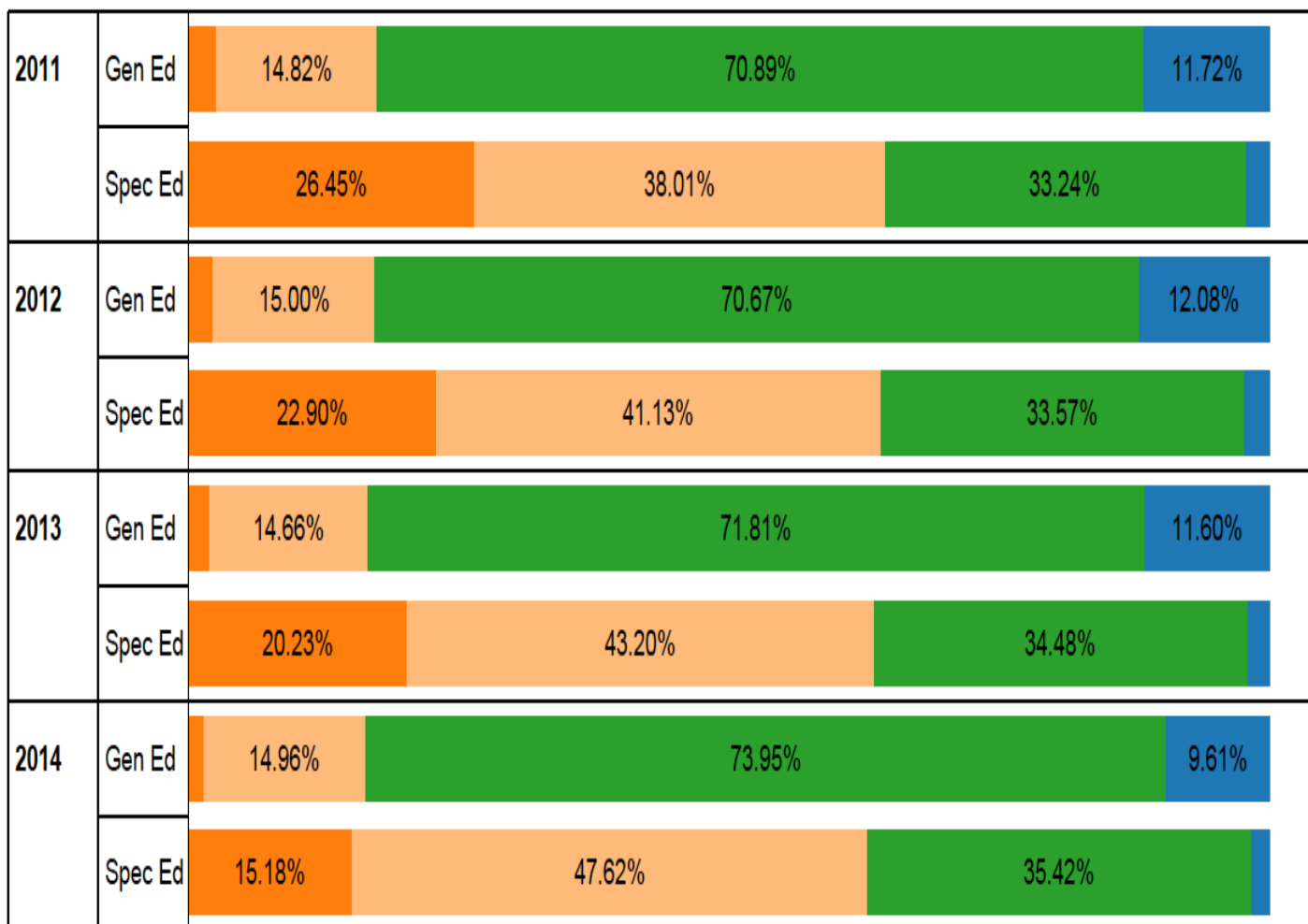
# AIMS Reading grades 3-8

## Performance

- Exceeds
- Meets
- Approaches
- Falls Far Below

## Title

1. 2011 - 2014 AIMS Reading Performance for General and Special Education Students Grades 3-8, percentage



## Process to the State Identified Measureable Result

- Second draft SIMR: Improve student outcomes in reading for students with specific learning disabilities
- Multiple stakeholder groups were presented this second draft focus area and feedback was again mixed, both positive and negative

# Stakeholder Meeting

- Members from the US Department of Education Office of Special Education Programs (OSEP), came to Arizona on November 3<sup>rd</sup> and 4<sup>th</sup> 2014 to provide TA
- Stakeholders were represented from the following groups:
  - District and Charter Special Education Directors
  - Department of Developmental Disabilities
  - Exceptional Student Services
  - Homeless, Refugee, and African American Outreach Education
  - Office of English Language Acquisition
  - Early Childhood Education (Part C)
  - Career and Technical Education
  - Statewide Director Leadership Team
  - Raising Special Kids
  - Data Management

# OSEP Feedback

- Need to dig deeper into data
- Align more closely with current improvement efforts in the state
- Align with general education initiatives in the state
- Look at a small subset of schools for SIMR

# Process to the State Identified Measureable Result

- Feedback from OSEP led to further deep analysis of data
- Analysis conducted in collaboration with ADE School Improvement unit
- Discussions on how to best use resources from both units for leverage, to better support schools and improve outcomes

# What rose to the top?

Focus and pre-intervention schools have high population of students with disabilities

In reading the lowest achieving students are

Students with a specific learning disability

# Arizona's State Identified Measurable Result (SIMR)

- To increase the percent passing on the state assessment in reading for students with specific learning disabilities in grades 3–8 in the FFY 2014 cohort of focus and pre-intervention schools.



# There are so many elements to consider and all are important...

## Current State Priorities and Initiatives

ADE Strategic Plan

Move On When Reading

Family Engagement

Multi-Tiered System of Support

A-F Accountability System

Examining Practices-EDISA

## Close the Reading Gap

Evidence Based Practices

Strong Leadership

Data Driven Decision Making

Student First Mentality

Reteach and Enrich

Core Instruction in General Education Setting

## Collaboration

ESS

School Improvement and Intervention

Title I

Office of English Language Acquisition

21<sup>st</sup> CCLC

Early Childhood



# Other Stakeholder Groups

- ESS sought the input of educators, parents and community members using an in person focus group model in 17 meetings held in Flagstaff, Tucson, and Phoenix
- ESS internal SSIP Workgroup
- Secondary Transition Groups
- Special Education Advisory Panel
- Raising Special Kids
- ESS Early Childhood Unit
- County Special Education Director Meetings

# Process to the SIMR

Over the past several months...

- Nearly every group agreed that Indicator 3C (Proficiency) and focusing on reading was the top priority
- All stakeholder groups agreed that success will only occur when general education and special education combine efforts and work together

# State-identified Measurable Result (SIMR) Progression

Improve student outcomes in reading for students with disabilities



Improve student outcomes in reading for students with specific learning disabilities



Increase the percent passing on the State assessment in reading for students with specific learning disabilities in grades 3–8 in the FFY 2014 cohort of focus and pre-intervention schools.

# Next Steps

Conduct an in-depth analysis:  
Root Cause Investigation using High Performing Project as a foundation

Conduct an in-depth infrastructure analysis:  
Identify Leverage Points and Barriers

Use results to develop coherent improvement strategies, and theory of action

# Next Steps

Conduct an  
in-depth  
analysis:  
Root Cause  
Investigation

# Root Cause Investigation

- Now that we have a SIMR it is essential to think about what might be the cause of the identified problem
- This will move the State toward determining improvement strategies and crafting the theory of action

# Next Steps

Conduct an in-  
depth  
infrastructure  
analysis:

Identify  
Leverage Points  
and Barriers



# Identify Leverage Points and Barriers

- Identify strengths in infrastructure that support SSIP
- Identify challenges in infrastructure that could impede progress, and may need to be addressed in SSIP improvement strategies

# Next Steps

After these two  
steps we will  
develop  
coherent  
improvement  
strategies and a  
theory of action

# Next Steps

- Stakeholder meetings will continue to be held regularly as we conduct a root cause analysis, in-depth infrastructure analysis, and the development of the Continuous Improvement Process
- Although the individuals attending these meetings may be different, the roles will be the same (e.g. Parents, Directors, Higher Education)

# THANK YOU!

To provide additional feedback or receive updates, visit  
<http://www.azed.gov/special-education/ssip/> or Email:  
[SSIPinbox@azed.gov](mailto:SSIPinbox@azed.gov)